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ABSTRACT

This document evaluates six three-week inservice training sessions provided for Kentucky public assistance workers. The training was conducted with 15 trainees participating in each session. Trainees were state employees who were employed to determine eligibility for food stamps, medical assistance, SSA unemployment insurance, etc. Their formal education was generally less than 2 years of college. The instructional objectives were to develop interviewing and counseling skills, understanding of human behavior, and appreciation of values held by different groups. Enrollees were first trained in discriminating among different qualities of responses that workers might make to clients' statements. They then practiced responding, first in writing and then orally, to client statements. A pre- and posttraining assessment of enrollees' communication skills was made by administering paper-and-pencil tests and by analyzing the content of role-playing interviews. The data suggested that the interviewing skills of the participants were considerably better at the end of training, but short-term training is not adequate to produce the level of interviewing skills possessed by effective counselors or therapists. Pre- and posttraining measures of the participants' values were also obtained. The data indicated that by the end of training the trainees were more accepting of the values desirable for professional social workers. Tables and appendixes of paper-and-pencil tests are included. (Author/KE)

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INTERVIEWING SKILLS AND SOCIAL VALUES CHANGE RESULTING FROM SHORT-TERM TRAINING OF PUBLIC ASSISTANCE WORKERS

AN APPRAISAL

OF THE PUBLIC SERVICE CAREERS TRAINING PROJECT

CONDUCTED AT

THE UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FROM September 5, 1972 TO January 31, 1973

AE 00 70 83

UNDER CONTRACT WITH

KENTUCKY PUBLIC SERVICE CAREERS

DEPARTMENT OF PERSONNEL

CONTRACT #PC 0408

Prepared by:
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I. INTRODUCTION

This report has as its general purpose, the presentation of a factual account of the Public Service Careers In-service Training Program conducted by the College of Social Professions at the University of Kentucky from September 5, 1972, through March 31, 1973. The training program was offered to improve the qualifications of employees in the Kentucky Department of Economic Security who were about to be promoted to more responsible positions but who needed additional preparation in order that they be more effective in their new positions. The program was made possible through funds provided by Public Service Careers, a division of the Kentucky Department of Personnel; and specifically by contractual agreement (Contract #PC 0408) in the amount of $48,829 between Public Service Careers and the University of Kentucky, College of Social Professions.

Specifically, the report is intended to fulfill the following purposes:

1. To furnish the Kentucky Department of Personnel with the necessary information on which to base the reports and make appraisals relevant to Public Service Careers in-service training programs.
2. To supply data which would be used in making reports to the Kentucky Department of Economic Security, Social Work educators, and other interested agencies and individuals.
3. To furnish a record which will be retained by Public Service Careers and by the College of Social Professions as part of their records concerned with the nature and effectiveness of in-service training programs.

II. CASE HISTORY

A. Chronology of Project

11/15/71 Formal agreement to conduct an in-service "upgrade" training program for employees of Kentucky Department of Economic Security made between University of Kentucky and Kentucky Department of Personnel--agreement to conduct the program 11/17/71 through 6/30/72

12/01/71 Mrs. Evelyn Black appointed by the College of Social Professions to design the training program and designated to direct the program

1/20/72 Mrs. Evelyn Krislov appointed as coordinator to assist in designing the training program and designated as one of the instructors

4/18/72 Standard Personal Services Contract awarded to the University of Kentucky Research Foundation (College of Social Professions) by Kentucky Department of Personnel (Public Service Careers)

8/25/72 An executed copy of a Personal Services Agreement Extension from Kentucky Department of Personnel received by University of Kentucky Research Foundation indicating new contract dates of 7/1/72 through 3/31/73

8/28/72 Jack Sturges appointed as one of the program instructors

9/05/72 First 16 participants' cycle of training begins

9/13/72 On-site program monitoring visit by Department of Labor

9/20/72 Jack Sturges appointed by the College of Social Professions as Director of the program

9/20/72 Mrs. Evelyn Black appointed as consultant to the program

9/25/72 Second cycle of training begins--15 participants

10/10/72 Ms. Sue Wickliffe appointed as instructor

10/16/72 Third cycle of training begins--15 participants

11/06/72 Fourth cycle of training begins--15 participants

12/04/72 Fifth cycle of training begins--12 participants

1/15/73 Sixth cycle of training begins--21 participants

1/31/73 Last day of training

3/29/73 Evaluation of program completed and forwarded to Kentucky Department of Personnel

3/31/73 Contract concluded

B. Organization and Administration

The training program was organized and conducted independently of existing course offerings and other continuing education programs of the College of Social Professions. Administratively, it was located in the College of Social Professions. Initially, responsibility for conducting the program was delegated to Mrs. Evelyn Black, Assistant Professor, College of Social Professions. Due to Mrs. Black's extremely heavy work load in the college, responsibility for directing the program was given to Jack Sturges on September 20, 1972. In addition to Jack Sturges, who devoted one-half time to the program, Mrs. Evelyn Krislov was assigned three-quarter time, and Ms. Sue Wickliffe gave one-half time to the program.

Financial matters pertaining to the program's operation were handled through the University of Kentucky Research Foundation. This included the payment of salaries, purchase of materials, and the payment of all other expenses incurred in the operation of the training program. Requisitions for all the expenditures were initiated by the College of Social Professions and were subject to standard University Accounting and Auditing procedures. Complete financial reports were maintained by Research Accounting, University of Kentucky.

C. Public Relations

Information relating to the project was disseminated to the broader community and throughout the state via the following means: photographs and a cover story were sent to the local newspapers of each of the participants during each cycle of the project (more than 60 Kentucky papers received this information [see example in Appendix A]); a front page photograph and story of the project appeared in Stability (October, 1972), a publication of the Department of Economic Security of Kentucky; a story about the project appeared in the Newsletter, September, 1972, of the College of Social Professions, University of Kentucky; TV filmings of the participants' training program evaluation session were used as teaching aids in graduate classes at the College; a description of the project was presented in a speech to a group of Kentucky Social Workers by Mrs. Gail Huecker, Commissioner of the Department of Economic Security; and information about the project was provided by the participants to individuals in their home communities.

D. Selection of Participants

The 94 participants were selected by the Department of Economic Security. Those who were selected were, in most instances, workers who had been employed in their present position for several years but who, with some additional training, would be eligible to be promoted to more responsible positions. The selection was made by officials in the Department of Economic Security. Of the 94 participants, 81 were workers in Public Assistance and had job

responsibilities such as determining eligibility for food stamps, medical assistance, and aid to the disabled. The 13 workers from the employment service were generally classified as and had the responsibilities of Interviewer Aides.

Those who were elected to participate in the in-service training sessions were notified by the Kentucky Department of Economic Security, the Department also informed the participants about where they were to be housed and where the training was to be conducted. The College of Social Professions also provided each participant with a letter indicating training dates and the like.

III. OPERATION OF TRAINING PROGRAM

A. Physical Facilities

The project was housed on the second floor of a home belonging to the University of Kentucky which had been converted for office and classroom use. The facilities included three rooms: one used for office space (two desks, typewriter, telephone, supplies closet, etc.). Two rooms were used as classrooms (one with a blackboard was the primary classroom, the other was utilized for small group discussions, individual interviews, and for a study area). The housing of the project was in immediate proximity to the university campus which was an essential factor in terms of use of university personnel and services such as film projectors and projectionists, library resources, public relations personnel, and resource personnel and consultants.

B. Enrollee Data

The 94 participants were selected from among those workers who held similar kinds of job positions in public assistance and employment service offices in Kentucky and who met the requirements and other qualifications set by the Kentucky Department of Economic Security. This provided a reasonable degree of homogeneity with respect to formal education and work experience.

Of the 94 participants, 90 were women and 4 were men. The group ranged in age from 21 years to 62 years with an estimated median age of 34 years. With respect to previous education, the group ranged from high school education to 140 college semester hours. Approximately 60 percent had earned some college credits.

With respect to years of experience in working in Public Assistance, the group ranged from 4 months to 12 years. The average number of years was 6.

A list of participants showed that the workers came from 65 counties from all areas of the state of Kentucky. Of the 94 participants, 81 were workers in public assistance offices and 13 worked in employment service offices. The 81 public assistance workers represented 60 different counties and the 9 employment service workers came from offices in 9 different counties.

C. Instructors and Consultants

The instructors and consultants who participated in the project were individuals who had considerable experience and knowledge in areas appropriate to the content and goals of the project. The instructors and consultants were:

1. Jack Sturges, Ph.D, Assistant Professor, College of Social Professions, University of Kentucky, served as director of the project from mid-September, 1972. His assignment to the project was one-half time. His responsibilities included general administration and supervision of program plus major instructional responsibilities in interviewing skills. His past work experiences included counseling, college teaching, and conducting research.

2. Mrs. Evelyn Krislov, MSSA, coordinator of the PSC in-service training project, gave three-quarter time to the project. Her responsibilities included coordinating field trips, audiovisual aids, and the activities of the consultants to the training project. She bore major responsibility for instruction in the area of human growth

and development. Her past work experiences included working in state institutions for the mentally retarded and for the mentally ill, the teaching of undergraduate social work courses, and working in agencies concerned with older adults and in agencies involved in urban renewal.

3. Susan L. Wickliffe, MSW, clinical social worker at University of Kentucky Student Health Service served as instructor. Her assignment to the project was half-time. Her responsibilities included instruction in the areas of self-awareness, social work values, and life adjustment needs. Her past work experiences included work in psychiatric settings, private practice, and college extension teaching.

4. Evelyn J. Black, MSW, Associate Professor, College of Social Professions, served as director of the project from December, 1971 to mid-September, 1972. She subsequently served as consultant until her death on October 31, 1972. Her assignment to the project, initially, as director was half-time. Her responsibilities included the development of the instructional content for the project and related administrative details in regard to faculty, housing, and funding. Her work experiences included public school teaching, school social work, and college teaching.

5. Tom Rhodenbaugh, doctoral candidate, Brandeis University, and Assistant Professor, College of Social Professions, University of Kentucky, served as consultant and lecturer to several three-week training cycles on the social security act and on current legislation as it effects money and services available through social security programs. His prior work experiences included working for agencies

concerned with coal miners and black lung recipients. He has also worked in the planning of poverty-related programs.

6. Mr. Denzel Johnston, MSW, Assistant Professor, College of Social Professions, University of Kentucky, served as consultant to two training cycles. He spoke to the participants about the special psychological and social problems of the elderly citizen. His past work experience includes college teaching, supervision of social services for nursing homes, and supervision of agency personnel providing family and children services.

7. Grace G. Coleman, MSA, Assistant Director, Fayette County Children's Bureau, Lexington, Kentucky. Her work experience includes family counseling, adoption and foster care, protective services, and residential care services. She lectured on needs and motivations of people who seek help and how the worker can help clients to determine and utilize their strengths in resolving problems.

D. Objectives of Instruction

The overall objective of the project was to improve the qualifications of workers in public assistance and employment service offices who needed additional preparation in order to be better prepared to assume greater on-the-job responsibilities. Since each participant was a worker who was to soon assume greater job responsibilities, the project was designed to assist them in developing the skills and attitudes which would make them more effective in meeting these new responsibilities.

In general, the project was designed and developed to help the individual to develop greater self-awareness, more effective

interviewing skills, broader knowledge of community resources, an increased ability to evaluate and recognize unmet social needs in the community, a deeper understanding of human growth and development, an ability to accept differences, better methods of making referrals, greater understanding of motivations in human behavior, keener recognition of values of different groups, an increased awareness of the helping roles of a worker, and additional skills in problem-solving techniques. Specific objectives stated in terms of educational outcomes included the following:

1. Improved counseling and interviewing skills based on theoretical considerations underlying the interviewing relationship, the role and identity of a worker, and technical and operational practices of interviewing and recording.
2. A broader understanding of and sensitivity to the psychological and sociological bases of human behavior including the effects of culture on personality, aspiration, and achievement.
3. A wider perspective of the historical development of social welfare concepts and philosophy and how they influence present-day practice and implementation plus an appreciation for many of the difficulties of welfare applicants and a greater capability to assist such persons in satisfactorily resolving them.
4. A more comfortable acceptance and appreciation of varying values and attitudes between and among

individuals, groups and communities, and how values and attitudes can affect the behavior and perception of both workers and clients.

E. Content and Organization of Instruction

Formal classroom instruction consisted of lectures supplemented by classroom aids, study techniques, group discussions and individual conferences which extended throughout each three-week training cycle. The daily schedule included three hours of instruction each morning plus two hours of instruction each afternoon. Appendix B shows an example of a schedule of training. In addition to being in attendance five hours each day, the participants were required to do considerable reading and to complete written assignments. Many instructional hours consisted of lecture-discussion activities. Included in each training cycle were activities such as film viewing, closed circuit television performance and observation, utilization of tape recordings, demonstrations and role-playing and participation in group discussions and individual interviews with the training staff. Special presentations by visiting consultants were scheduled during each training cycle.

The foci of the instructional program were on the general areas of 1) Interviewing Skills, 2) Human Growth and Development, and 3) Values and Attitudes. A brief description of the content, objectives, and instructional goals of each of these three areas follows.

INTERVIEWING SKILLS: One goal of the project was to improve the interviewing skills of the participants. In general, materials and experiences were designed to give the participant a better understanding of what it means to be effective in relating to persons with whom he comes into contact: clients, co-workers, spouse, or significant

others. More specifically, part of the instructional program was designed to assist the enrollees to become more effective in 1) listening intently to another person, 2) identifying the crucial elements of a client's statement, 3) establishing relationships based on trust and confidence, and, 4) communicating to the client on accurate and empathic understanding of him and his predicament.

The content of the instruction largely consisted of information about current theory and research in the area of establishing and maintaining helping relationships and effective interviewing methods. Much of the content was similar to the ideas concerning interviewing expressed by Garrett[1] and Carkhuff[2]. The instructional techniques generally followed the pattern of assisting enrollees, to 1) be able to discriminate between good and bad responses that a worker might make to a client, 2) be able to write the kind of response that would be effective in an interview, and 3) to be able to provide oral responses that would be effective in interviewing. In short, the training in interviewing skills began with discrimination training which was followed by written communications training which, in turn, was followed by oral communications training.

The enrollees were first provided with experiences and materials which helped them to discriminate among different levels and types of responses that a helper might make to a helpee in the course of an interview. The materials consisted of excerpts taken from actual

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[1]Garrett, Annette (Revised by Zaki and Mangold). Interviewing New York: Family Service Association of America. 1972.

[2]Carkhuff, Robert R. Helping and Human Relations, Vols. I and II, New York: Holt, Rinehart, and Winston. 1969.

interviews and from practice sets developed by Carkhuff and by the project trainers. Appendix C shows a practice set of helpee statements and helpee responses developed specifically for the training project. The enrollees also engaged in client-worker role-playing activities. This provided them with the opportunity to practice discriminating among the different levels of responses that workers make to client's statements of need. Discrimination training preceded communications training with the rationale that those who can discriminate at high levels should be individuals who can translate their discrimination skills into communication skills.

Written communication training consisted of the participants' responding to printed client statements of need. The client's statements were generated by Public Assistance workers in order that they would be similar to the problem commonly presented to the enrollees by their own clients. Appendix D shows a sample of the type of material used in written communications training.

Oral communications generally consisted of role-playing situations in which one enrollee played the part of a client while the other played the part of the worker. After each instance of role-playing, the other participants and the training staff would critique the oral communication, i.e., oral responses, made by the role-playing worker. The ability to make helpful oral responses to a client was stressed with the rationale that those who communicate at high levels are best equipped to help persons in need.

Films and tape recordings demonstrating both good and bad interviewing techniques and communication skills were also used. Discussions following the films or tapes focused on describing

(discrimination training) the level of effectiveness of the interviewers' statements and on how the interviewers could have improved their statements to the clients (communications training).

A systematic evaluation of the enrollees growth in discrimination and communication skills were made by administering paper and pencil tests prior to and following training. The results of this evaluation were quite positive. The details of this evaluation are reported in section III of this report.

HUMAN GROWTH AND DEVELOPMENT: A major focus of the training program was on assisting the participants to develop greater knowledge and understanding of human growth and development. The objectives of providing information and experience in this area were to develop in the participants a deeper understanding of generally accepted patterns of "normal" development and how inherited or environmental circumstances may disrupt this development and affect the life-style of the individual. Attention was given to physical, emotional, intellectual, and socio-cultural growth and development. The purpose of providing instruction in this area was to better equip the participants with skills and knowledge which they could apply in working with clients. More specifically, the enrollees were to develop knowledge in this area in order that they could better recognize deviations from normal growth and development, to be more accepting of clients whose development had not followed a common pattern, to be more capable of recognizing in their clients the different patterns of human growth and development and to then determine what kind of immediate assistance or referral sources would be most helpful for a particular client.

The content of the instruction consisted of normal and abnormal development in infants, children, adults, and the elderly. Within each of these age levels the instruction focused on basic notions of development in areas such as physical, emotional, intellectual growth. The participants considered how different inherited characteristics and environmental factors might shape the pattern of growth and development of an individual. The enrollees also examined how differences in patterns of development determine, to a degree, the functional capacities of an individual. Attention was also given to the ways in which deviations from normal growth patterns can create "special" needs and/or problems for the individual.

The instructional techniques consisted of lecture-discussions, assigned readings, reports on observations of individuals with different levels of growth and development, and films. Consultants also spoke to the participants in specific areas of development; for example, Mr. Denzel Johnston spoke on "special problems and needs of the elderly", and Mrs. Coleman spoke on the needs of children in providing child welfare services.

An evaluation of the enrollees' growth in knowledge of human growth and development was made by the brief essay tests which were administered and scored by the PSC project staff. Although this provided relatively little "objective" data the training staff were in agreement that the participants had a relatively large degree of information about human growth and development. Also, an evaluation of the participants' attitudes toward individuals, in particular those with unusual patterns of growth, were assessed by means of a questionnaire and are reported in greater detail in section III of this report.

This reporting indicates that the participants' attitudes toward such individuals became more nonjudgmental and accepting.

VALUES AND ATTITUDES: A broad examination of varying value systems and their development and change were studied with the purpose of acquiring a greater understanding of these differences and their rationales.

Beginning with early biblical concepts, the historical development of social welfare was presented and examined in relation to present day attitudes toward social welfare. Thus, participants were able to conceptualize not only the bases for contemporary social welfare practice, but to examine what place on the spectrum of social values their attitudes could occupy. Through consideration of the bases of these contemporary values, workers were able to understand more fully their genesis and to examine their validity. By looking beyond stereotyped concepts of "good and bad" and "right and wrong", the participants were able to feel more comfortable with variations from general societal norms and thus to be more accepting of clients who exhibit these.

Emphasis was placed on the worth and dignity of the individual and his right to self-determination. In case studies and role-playing, the workers' relations with the client were examined to enable participants to be more aware of the subtle (and sometimes not so subtle) means that can be used by a worker to impose his values on the client and how this may influence the effectiveness and quality of help given.

Participants had the opportunity to examine two basic concepts:

(1) The commonality of all human beings in terms of their basic needs for food, shelter and love (in its most universal sense); that all people need these, not that

some deserve it or that these should be given or withheld on the basis of being "deserved".

(2) The uniqueness of each individual and his worthiness of respect and dignity.

Attention was directed to the analysis of each particular client and all that he brings to a specific situation. His uniqueness is examined in terms of his own special melding of hereditary and environmental characteristics rather than as a part of a category of "cases" or numbers. During each cycle of the project, the enrollees examined the various ways in which societal values can influence both individuals and institutions in giving and/or withholding of help. Participants were enabled to develop an increased awareness of both the apparent and real limitations and potentials of services they can deliver. Concurrently, their perception of services that are presently available was expanded to the projection of services that need to be created in the future.

In examining values, kinds of help which may be given were evaluated and discussed with the participants. The importance of helping the individual to help himself, to participate in decisions and to be involved in his own destiny were significant elements in these explorations.

Participants examined their own feelings about asking for help via written assignments and class discussions. Through this aspect of study they were able to develop a greater awareness of their own feelings and attitudes as they related to their value base. From this they were able to more clearly determine why they may see certain clients in a particular aspect and how this view of the client may

affect their "helping" role. Workers were able to develop an understanding of how clients may feel about asking for help by examining their own feelings about asking for help. Participants examined their feelings in relationship to generally accepted contemporary societal values and attitudes as they relate to the asking for help. They examined the influence these feelings about values and attitudes can have on the manner in which the worker perceives and relates to clients.

Specific instructional techniques included writing and reading assignments, film viewing, small group discussions, lectures and role-playing.

The training staff evaluated the participants learning in this area by direct observation of the participants' spoken and written expressions about their values and attitudes toward themselves and toward others. The staff agreed that such expressions moved, during training, to being more positive and accepting. The staff felt that at the end of training the participants exhibited a greater degree of acceptance and understanding of the value and attitudes commonly accepted as being valuable to effective workers in the helping professions.

The enrollees also responded to paper-and-pencil attitude scales during training. The results of the analysis of their responses are shown in the "Analysis of the Project" section of this report.

INSTRUCTIONAL FILMS, ASSIGNMENTS AND MATERIALS: As part of the instructional program, the enrollees were provided with the opportunity to view films, critique assigned readings, complete written assignments, and to record and report on field observations. These instructional techniques included:

Films

"Eye of the Beholder" An individual's behavior during a day as seen through the eyes of different individuals. Purpose: to place emphasis on the recognition of the differences between what we really see and what we want to see. What pre-conditioning, needs, values and prejudices cause us to perceive certain behaviors and occurrences in a particular way.

"Appalachia - Rich Land, Poor People" This film depicts the problems and adjustments a coal-miner, unskilled in any other occupation, must face when he loses his job because of mechanization and mine closure. Purpose: to examine problems individuals and families face because of abrupt economic changes and how these can affect their physical and emotional growth and development as well as their ability to handle traumatic change. Contrasting attitudes toward community responsibility for the welfare of its citizens are significantly high-lighted.

"Wednesday's Child" What happens when the "bread-winner" deserts his wife and children and leaves them with no financial resources. A detailing of help received by an AFDC mother. Purpose: to highlight the reality that "welfare" recipients are not so by choice and to delineate ways in which clients can be helped to help themselves toward a positive and constructive resolution of their problem.

"AFDC Interviews" Two sets of interviews are shown. One set demonstrates a positive helping interview, the other, a negative rigid one. Purpose: to examine client's and worker's feelings about the receiving and giving of help and how the worker's understanding of her personal needs and feelings as well as her client's can affect the quality of the helping relationship.

Written Assignments

"Self In A Dual Role" Participants described a personal problem and how they felt about the problem and also how they would feel and function if they were a person providing help to themselves. Purpose: to provide participants with an opportunity to analyze their own feelings about helpers and help-recipients.

"What Does Your Helping Role Mean To You?" Participants explained what needs the helping role meets for them and how this might effect their relationship with a client. Purpose: to develop an awareness of their needs and how to manage them in working with their clients.

"Observation" Participants reported ten minutes observations of persons in various settings. Purpose: to become more aware of what is observed and how observations may vary as a result of observer attitudes, needs, prejudices, values, and the like. To recognize varying patterns of human growth and development and how they manifest themselves.

"When I Asked For And Received Help" A reporting of an instance in the participants life when it was necessary for them to ask for help. Purpose: to encourage an examination of both their own feelings about asking for help and their clients' feelings about asking for help.

"Priorities For Positive Change" Participants were to examine ways in which they would change the world condition if these could be in their means to do so. Purpose: to scrutinize more closely individual values and how they relate to society as a whole and to become involved in developing insight and guidelines for constructive change in both the smaller home community as well as the universal community of mankind.

"How My Job Performance Might Be Modified" Enrollees described a personal client-worker situation which they experienced prior to their participation in the project. Enrollees then described how they might now handle the situation. Purpose: to help enrollees integrate knowledge gained during the training sessions with practice and to assess for themselves how meaningful the learning experience had been for them.

Readings

Arthur W. Combs, Donald L. Avila, and William W. Purkey, Helping Relationships. Allyn and Bacon, Inc., Boston, 1971. Various dynamics involved in helping relationships. Purpose: to show that professional helpers from a variety of helping professions tend to be quite similar in their view and approach to clients. Phenomenological view of human behavior stressed.

Annette Garrett (revised by Elinor P. Zaki and Margaret M. Mangold), Interviewing. Family Service Association of America, New York, 1972. An explanation of different purposes and techniques of interviewing. Purpose: to show that interviewing techniques might differ because of interviews having different purposes but that there are a number of common underlying factors appropriate to any interview.

Jack E. Weller, A Comparative Summary Between the Middle Class American and the Southern Appalachian (Reprinted from Yesterday's People). University of Kentucky Press, 1965. An examination of the values of "mountain" people as they contrast to the values of middle-class society. Purpose: to understand how we develop our value systems, and how these systems can affect both our perception and functioning with clients.

Lola M. Irelan, Editor, Low-Income Life Styles. U. S. Dept. of Health, Education, and Welfare, Welfare Administration, Division of Research. A view of attitudes and functioning of people in low-income levels. Purpose: to examine modes of functioning and motivation as they relate to the individual's economic condition and the effect of these upon growth and development.

Sargent Shriver, Director of the U. S. Office of Economic Opportunity, Poverty. Americana Corporation, 1965. A description of poverty in the United States today and explanation of the genesis of the Office of Economic Opportunity. Purpose: to examine some of the different faces of poverty, some of its causes and some of its solutions.

A Kentucky Taxpayer Demands Information About Welfare. League of Women Voters Of Kentucky, October, 1971. A response to questions and accusations made regarding welfare recipients. Purpose: to examine factually, critical and hostile statements delivered against recipients in order that workers be able more effectively to interpret both programs and needs.

Philip M. Stern, Uncle Sam's Welfare Program--For the Rich. Reprinted from New York Times Magazine, April 16, 1972. A view of where the federal tax dollar goes, who pays it and who benefits by it. Purpose: to examine some kinds of government aid received by those other than welfare recipients.

Some Milestones Along The Way To Growing Up, "Your Child Grows Up." Reprinted from the Health Education Service of the John Hancock Mutual Insurance Company, Boston, Mass. A brief view of some of the "normal" human growth patterns. Purpose: to gain a fuller understanding of human growth and development by examining the physical, intellectual and emotional potentials of the child as he grows.

A variety of other printed materials and reference materials that were timely in nature and/or appropriate to the focus of the discussion were also used.

There were some special activities in which all members of the project participated:

1. Jobs Now--Counselors from this program met with participants several times during each cycle and maintained contact with participants afterwards in a supportive counseling role in terms of job adjustment.

2. Closed-circuit Television Evaluation--The entire group in each cycle participated in an evaluation of the program which was filmed. Participants then had the opportunity to see and hear themselves when the film was replayed and to gain a better perception of how they might appear to others. At this time group photographs were taken and certificates of recognition were presented.

3. Meetings with representatives of the Department of Personnel and the Department of Economic Security--During these meetings the participants were able to determine the answers to such questions as to new job titles and salaries, continuing education programs and further advancement.

4. Individual Conferences gave the participants an opportunity to focus on their own particular needs as workers and individuals, their strengths, areas which need more development and possibilities and directions for their own personal professional growth and development.

There were some special activities in which some cycles of the project participated:

1. CALF (Community Action Lexington-Fayette)--Participants visited one of the Centers, met with the Director and shared in an exchange with staff and poor people about the function of CALF, community needs, how poor people feel about receiving help and how they feel about the kinds of help they receive.

2. Narcotics Hospital (Clinical Research Center, U.S. Public Health Service)--The group toured the hospital, and learned about drug addiction and treatment through lecture, film, and individual interviews with the patients.

3. Law School, University of Kentucky--Participants "sat in" on a Law class concerning the "Legal Rights of the Poor".

IV. SUMMARY AND CONCLUSIONS

A. Appraisal of the Project

The effort to evaluate the impact of the Public Service Careers In-Service Training Project included enrollee and staff written reactions to their participation in the training program, enrollee's lists of things that they had learned, enrollee pre- and post-training responses to paper-and-pencil scales designed to assess interviewing "communication" skills, and paper-and-pencil scales designed to assess selected attitudes toward social welfare, clients, and the like. A brief explanation of the instrumentation, scoring procedures, data analysis, and conclusions drawn are presented in the following pages.

As part of the assessment of the effect of the training program, the participants' skills in communicating helpful responses to helpee statements and skills in discriminating among levels of helpfulness of workers statements were assessed at the beginning and near the end of each three-week in-service training cycle. Most of the participants were asked to: 1) respond to a paper-and-pencil instrument which asked them to indicate the level of helpfulness of selected helper responses to helpee statements, and 2) respond to a paper-and-pencil instrument which asked them to write responses to helpee statements. A small number of the participants were also asked to engage in role-playing and a rating of the level of helpfulness of their responses was made. The first paper-and-pencil test was a test on <u>discrimination</u> and provided a measure of how well a participant could choose high, average, and low-level responses to problem situations from a pool of 32 responses. The other test known as <u>communications</u> measured the

participant's ability to provide helpful responses to statements of problem or need. The role-playing participants were also rated on the ability to make helpful responses to an individual's statement of problem.

Measures of ability to discriminate were arrived at by comparing the participant's rating of helper responses with an established or "correct" rating of the responses. The participant's "scores" in communication skills (written and role-playing) were arrived at by rating--on a 1 through 5 scale--the quality of their response to helpee stimulus statements. (An example of the rating scale used in "scoring" communication and discrimination skills is shown as the cover page of the discrimination "test" in Appendix C). The paper-and-pencil communication and discrimination instruments were scales with established reliability and validity and the scoring was done by members of the training staff who had been trained to score such scales. Both of the paper-and-pencil assessment devices and the scoring of the helpfulness of oral responses are similar to those often used in rating the level of helper communications to helpee expressions. The methodology of assessment and scoring is explained in some detail in Helping and Human Relations, by Robert Carkhuff.[1] Examples of the tests used in assessing discrimination and communication are shown in Appendixes C and D.

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[1]Carkhuff, Robert R. Helping and Human Relations, Vol. 1, New York: Holt, Rinehart, and Winston. 1969.

The post-training mean scores of the participants were compared to their pre-training mean score to determine the degree to which the in-service training program had assisted the participants to function more effectively as helpers. Table 1 shows the pre- and post-training mean scores of the participants' responses to the discrimination scale, the communication scale, and to helpee statements during role-playing interviews. The mean scores were arrived at by applying the scoring procedure suggested by Carkhuff in Helping and Human Relations, p. 115.

TABLE I

Pre- and Post-training
Mean Scores of PSC Trainees
to Helpee Stimulus Expressions

TEST	n	PRE MEAN	POST MEAN	t
Discrimination Scale	80	1.20	.70	***8.50
Communication Scale	74	1.75	2.73	*2.60
Role-Playing Interview	36	1.70	2.41	**2.96

* significant at or beyond .05
** significant at or beyond .01
*** significant at or beyond .001

The data in Table I show that the participants post-training skill in discriminating among different levels of helpfulness of helpee statements was significantly better than prior to training. The pre- and post-training mean scores of 1.20 and .70 respectively, suggest that prior to training the participants had a mean discrimination score similar to lay persons, while their post-training mean score was more like the mean score of trained helpers who often have mean scores of .50. However, the mean of .70 suggests that the participants could profit from additional training.

The pre- and posttest mean scores shown in Table I of 1.75 and 2.73 on the communication scale reflect a statistically significant improvement in the participants' ability to write helpful responses to printed statements of need or problem. A mean of 2.73 suggests that, on the average, the participants were writing responses that were much better than those of untrained persons but not as good as those provided by the most effective helpers who often have, on a 5 point scale, mean scores of 3.0 or greater. The posttest mean suggests that additional training would be helpful.

The mean scores for the quality of the participants' role-playing interviews of 1.70 and 2.41, while showing a statistically significant improvement, indicate that both the participants' pre-training and post-training mean levels were below the desirable level of 3.0.

To determine whether the six training cycles had been similar in the degree to which the participants had been helped to improve their discrimination and communication skills, the mean scores of the groups

were compared. Tables 2, 3, and 4 display the mean scores of the groups on the indices of Discrimination, Written Communications, and Role-Play Communications.

TABLE 2

Pre- and Post-Training Mean Discrimination Levels of Responses to Helpee Stimulus Expressions-- By Training Group (n=80)

Group	Pre Mean	Post Mean	Difference
1	1.06	.65	.41
2	1.17	.75	.42
3	1.26	.85	.41
4	1.16	.70	.46
5	1.21	.70	.51
6	1.30	.66	.64

TABLE 3

Pre- and Post-Training Mean Communication Levels to Written Responses to Helpee Stimulus Expressions-- By Training Group (n=74)

Group	Pre Mean	Post Mean	Difference
1	1.75	2.71	1.01
2	1.77	2.72	.95
3	1.69	2.79	1.00
4	2.00	2.84	.84
5	1.80	2.65	.85
6	1.70	2.72	1.02

TABLE 4

Pre- and Post-Training Mean Communication Levels of Interviews By Training Group (n=36)

Group	Pre Mean	Post Mean	Difference
1	1.58	2.34	.76
2	1.65	2.33	.68
3	1.75	2.60	.85
4	1.71	2.41	.70
5	1.81	2.43	.62
6	1.81	2.50	.69

The data shown in Tables 2,3, and 4 show that there was little difference among the 6 groups with respect to both pre-training and post-training mean scores. The data also suggest that there was relatively little difference among the six groups with respect to the amount of improvement in discrimination and communication skills. Covariance Analysis was applied to each of the three sets of means to obtain statistical evidence about whether the six groups differed in the degree to which improvement had been made in discrimination and/or communication skills. Tables 5, 6, and 7 show the summaries of the covariance analysis.

TABLE 5

Summary of Covariance Analysis For
Raw Scores on Discrimination Index

Source	SS	df	Mean Square	F
Treatments	.4032	5	.0806	1.73
Error	3.3913	73	.0464	
Total	3.7945	78		

TABLE 6

Summary of Covariance Analysis For
Raw Scores on Communication Index

Source	SS	df	Mean Square	F
Treatments	1.1556	5	.2311	1.52 n.s.
Error	10.1933	67	.1521	
Total	11.3489	72		

TABLE 7

Summary of Covariance Analysis For
Role-Play Interview Ratings

Source	SS	df	Mean Square	F
Treatment	2.0186	5	.4037	1.04
Error	11.2377	29	.3875	
Total	13.2563	34		

When Covariance Analysis was applied to the data, non-significant F ratios of 1.73, 1.52, and 1.04 (Tables 5, 6, and 7) resulted which provide statistical evidence that the groups were similar in the amount of improvement. The mean scores presented in Tables 2, 3, and 4 and the data presented as summary of Covariance Analysis in Tables 5, 6, and 7 indicate that the groups were very much alike with respect to their ability to make appropriate discrimination responses and written and oral communication responses to stimulus client statements and the data suggest that the training in communications and discrimination received by each of the six groups appeared to be equally effective in helping participants to develop interviewing skills.

All of this data seems to agree with Edwards' (1966, pp. 285-95)[1] tenet which is based upon finding regression lines for each group and then comparing each of the slopes (weights) to see if the lines are parallel or near parallel. According to this thinking, an absence of treatment effects is to be expected when plots of posttest against pretest scores tend to lie in a straight line.

The overall impact of the mean scores shown in Tables 1 - 7 is that the training program had a significant affect in improving the participants' ability to discriminate among different levels of interviewer responses and ability to communicate more helpful responses to interviewee statements. However, the data also suggests that the mean level of helper effectiveness exhibited by the participants is less than that exhibited by the most effective helpers. Further, the data indicate that the level of training experienced by the members of the different groups was similar.

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[1]Edwards, Allen L. Experimental Design in Psychological Research. (New York: Holt, Rinehart, and Winston, 1966.)

Since a part of the training program focused on values and attitudes, it was decided that scales purporting to measure certain values and/or attitudes be administered as pre- and posttests to determine whether the training had an effect on the participants. The major assessment of the participants' attitudes and values was arrived at through the use of two scales: The Social Values Test (Social Attitudes Questionnaire) developed by Meyer[1] but modified by McLead and Meyer[2], and the Attitudes toward Public Dependency Scale developed by Anderson[3]. Copies of the instruments are shown in the appendixes E and F.

Although the Social Values Test (SVT) is designed to assess an individual's values in ten dimensions of social values, the training staff decided that some of the subscales would be more appropriate than others and that the measurement of pre- and post-training values in all ten SVT value dimensions would not be necessary. The five subscales selected from the SVT for use were:

"1. Public aid: The government should assume responsibility for helping people, vs. Private effort: This is desirable because government services damage the society and individuals.

"2. Personal freedom: The individual has a right to act according to his own dictates. vs. Societal controls; Controls should be exercised over individual to protect society and for the individuals' own best interests.

"3. Personal goals: The individual (his happiness, his interests) should be put first, vs. Maintenance of group: The group (family, society) is more important than the Individual's personal goals.

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[1]Meyer, Henry J. "Social Values Test" (unpublished study), University of Michigan, Ann Arbor, September, 1962.

[2]McLead, Donna L. and Meyer, Henry J. "A Study of the Values of Social Workers" in Behavioral Science for Social Workers; Thomas, Edwin J. (ed). Free Press: New York, ~~1970~~ 1967

[3]Anderson, C.L. "Development of an Objective Measure of Orientation Toward Public Dependency," Social Forces, pp. 107-113.

"4. Social causation: A person's situation depends less on himself than on circumstances. vs. Individual autonomy: A person more or less determines his own situation autonomously.

"5. Innovation: Innovation and change are preferable to commitment to old ways of doing things, i.e., traditionalism vs. innovation-change.

Each of the five subscales of the SVT were scored by adding the scores on the individual items--each with a range of 1-4 points. The highest possible score for any subscale would be 16 points. The lowest possible score would be 4.

Table 8 shows the participants Pre- and Post-training mean scores on the five subscales.

Table 8

Pre- and Post-Training Means on Five Subscales of the SVT (n=77)

Subscale	Pre Mean	Post Mean	t
Public Aid vs. Private Effort	12.6	13.3	2.7*
Personal Freedom vs. Societal Controls	11.1	12.1	3.1*
Personal Goals vs. Maintenance of Group	10.0	10.9	2.6*
Social Causation vs. Individual Autonomy	11.3	12.2	3.2*
Innovation-Change vs. Traditionalism	11.7	12.9	3.7*

*significant at or beyond .01.

The data in Table 8 show that there was a statistically significant difference between the pretest and posttest means on each of the five subscales. The data show that the posttest means were higher than the pretest means. This suggests that the training program did have an effect on the attitudes and value of the participants. The posttest mean scores shown in Table 8 suggest that the participants had developed values similar to the values exhibited by social work students measured with the SVT by Tingley and Walz.[1] The posttest mean scored reported in Table 8 indicate that the participants had developed relatively stronger feelings or beliefs in five areas:

1. Government has a responsibility for helping people and that this help is not damaging to either society or individuals;

2. The individual has a right to make decisions for himself, rather than to submit to societal controls for either the individual's or society's protection;

3. The interests and the welfare of the individual are more important than the furtherance of group maintenance;

4. Character is built by satisfying needs and desires rather than by struggling and suffering. ("Be happy and you'll be good; not, be good and you'll be happy.")

5. Innovation and change are preferable to commitment to old ways of doing things.

The Orientation Towards Public Dependency (OTPD) scale was also administered to 77 of the participants near the beginning of their

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[1]Tingley B.S. and Walz, T.H. "Field Experience in an Undergraduate Pre-Social Work Program" (unpublished paper: Research Report No. 4 submitted to NIMH), University of Minnesota, January 1969.

training and again near the end of their training. The scale consists of 16 statements to which the individual is to indicate the degree of his agreement or disagreement with the statement. The scale purports to measure one's attitude toward public dependency and toward public assistance. The respondent indicates his degree of agreement with such statements as "most people on Public Assistance are needy, not greedy." and "most dependent adults would rather receive relief than work." The scale is scored by assigning a weight of 1 through 6 to each of the six levels of agreement with the item statements.

The pre-training administration of the scale yielded a means score of 64 while the post-training administration yielded a mean score of 76. Statistical treatment of the data yielded a t-ratio of 3.79 which was significant at the .01 level. The treatment of the data indicated that the post-training mean was significantly different from the pre-training mean and that this difference could probably be attributed to the effects of the training program. The mean scores of 64 and 76 suggest that the participants had become more accepting and more positive in their attitudes toward Public Assistance programs and toward the individuals who apply for assistance. The analysis of the individuals' responses to the scale showed that the participants tended to become stronger in their agreement with the ideas that people who are on Public Assistance are needy and that they would like to be independent, that they deserve Public Assistance, and that depending on Public Assistance is not shameful. The post-training scores also indicated that the participants tended to more often disagree with ideas that Public Assistance is damaging to the individ-

ual, assistance kills initiative in the individual, and that dependence upon Public Assistance becomes a habit. Overall, the data yielded by the participants' responses to the OTPD suggested that they had developed the attitudinal characteristics that would be desirable for workers in Public Assistance programs.

The Personal Social Belief[1] scale and the Personal Social Experience[2] scale were also administered as pre- and post-training "tests". Copies of these instruments are shown in appendixes G and H. Both scales are "Likert" scales which contain statements to which the respondent is to indicate the degree of his agreement or disagreement with the statement. Both scales yield a measure of the attitude that the respondent has toward himself.

The analysis and comparison of the pre- and post-training responses of the individuals to the two scales indicated that they became more positive about themselves and more secure and confident about their relationships with other persons. An analysis of post-training responses to the scales showed that the participants tended to show greater agreement with statements such as: 1) I feel that I'm a person of worth, at least on an equal plane with others, 2) I have respect for myself, 3) I feel I have a number of good qualities, and 4) I take a positive attitude toward myself. At the end of training,

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[1]H. E. Miller, "The Construction & Evaluation of a Scale of Attitudes Towards Occupations," Purdue University Study of Higher Education XXVI, 35, 1934, pp. 68-76.

[2]Scott G. McNall, (unpublished scale), Department of Sociology, Arizona State University.

the enrollees tended to disagree more than they had at the beginning of the training with statements such as: 1) I don't feel very normal but I want to feel normal, 2) I'd like to have the feeling of security that comes from knowing I'm not too different from others, 3) Very often I don't try to be friendly with people because I think they won't like me, and 4) People are apt to react differently to me than they would to other people that do or say the same things. Analysis of the participants' responses to the two scales yielded, in both instances, statistics which indicated that the difference between pre- and post-training mean scores were "real" differences and suggested that there had indeed been a change in the participants attitudes toward themselves. It appears reasonable to believe that a sense of feeling positive about oneself and a sense of feeling secure and capable in relationships with others are desirable characteristics. It would seem, therefore, that the training program had to some degree promoted the characteristics that would be desirable for workers in helping positions.

In order to obtain the participants' perceptions of what they had learned during training, each participant was asked to respond to a questionnaire which asked them to merely list four things that they had learned in the areas of interviewing, communication, relationships, and life adjustment. The general purpose of asking the participants to make the listings was to obtain information which could be used in making a rough determination of whether some of the instructional goals had been met, and whether the groups were similar with respect to their statements about what they had learned. A copy

of the questionnaire is shown in Appendix I.

An examination of the listings of things that had been learned showed the learnings were relatively similar for each of the six groups.

The things that were listed most often by the participants as what they had learned in interviewing were: 1) to listen as carefully as possible to what a client has to say, 2) to show the client that you are interested in helping, 3) to make sure that the client realizes that the worker understands the clients problem and needs, 4) to show the client that the worker understands the client's feelings about his problem, 5) to observe and to interpret body language, and, 6) to allow the client freedom to express himself.

Those things which the participants listed most often in relating what they had learned about communications were: 1) be empathic, 2) make the client feel comfortable, 3) use language that the client can understand, 4) encourage the client to talk freely, 5) show respect for the client, and, 6) be non-judgmental about a client's attitudes and values.

Common learnings listed about relationships were: 1) be genuine in your relationship with others, 2) be aware of how one's values effect a relationship, 3) "do unto others as you would have them do unto you", and, 4) show that you care about the other person.

The most common things listed about what had been learned in the area of life adjustment were: 1) heredity effects learning ability, 2) one's environment strongly effects one's life style, 3) one must make one's own decisions in adjusting to life in general and to

specific problems, 4) when clients are faced with problems they are also faced with adjusting to that problem, and, 5) attitudes and values are learned early in life.

Overall, it appeared that common learnings were those of being an empathic listener, of being sincere, genuine, and non-judgmental in relationship with others, being accepting and understanding in maintaining communications with others, and being aware that heredity and environment produce a variety of both effective and non-effective life adjustment styles. The listings of what had been learned suggested that the training program objectives of sharpening the participants' skills in interviewing, communications, establishing relationships, and of understanding the processes of life adjustments were met to a large degree.

Another part of the evaluation of the training program consisted of asking each participant and each staff member to write a short statement about the strengths and weaknesses of the program. The staff appraisals are shown as Appendix J and representative statements from the participants are shown as Appendix K.

The participants' statements about the project were laudatory in tone and content. Representative of the enrollees' statements were comments such as:

a. The interviewing techniques we have learned and practiced will especially be helpful in our home offices.

b. To me the most valuable thing I learned was how to relate to the client.

c. I feel that these sessions have helped me to look at my work and my clients with a greater understanding, to be more sympathetic and to try and be a better listener.

d. For the first time since becoming an employee, I felt as though I am a worthy person in my own right, that my thoughts and opinions are of value and that I'm not just a Cog in the bureaucratic agency.

e. It has also taught me not to place judgments on people because they are 'smelly and dirty.'

f. It makes you realize how important it is for you to better understand your role as a helper, which I had not fully recognized before I started the training.

g. I especially enjoyed the sessions on human behavior, and I feel this has been very helpful to me in my work in associating and working with co-workers and clients.

h. Overall, the training was very good for me, because of my better attitude and renewed willingness to try to serve people as individuals and in the same respect I would want to be served.

i. I think that since I had the training I am less judgmental.

While enrollees in their evaluation of an in-service training program often make only positive statements and withhold their negative comments, the overall impressions gained from reading the Public Service Careers participants' responses was that the program had been very valuable to them.

In summary, the overall evaluations of the training project strongly suggested that the enrollees developed 1) better interviewing skills, 2) more positive and/or accepting attitudes toward themselves and toward clients, 3) greater acceptance of values commonly held to be desirable by the professional social workers, and 4) greater knowledge of human growth and development. Since the

objective of the training program was to assist the enrollees to develop such skills, knowledge, and attitudes, it seems reasonable to believe that the project was quite successful.

It should be noted that the research design used in the evaluation of the project was relatively weak in that it consisted of a single group pretest-treatment-posttest design. Such a design leaves a number of unaccounted variables which may have an effect on the changes between a participant's pre- and posttest scores. Further, attitude scale such as those used in the evaluation often have less than desirable indexes of reliability and validity. However, all of the data and all of the qualitative information obtained from the participants strongly pointed to participant growth and professional development.

B. Problems

In the planning and execution of the PSC Training Program, no major difficulties were encountered. This was due to the cooperation and support given by Kentucky Department of Personnel, Kentucky Department of Economic Security, University of Kentucky, College of Social Professions, and by all persons involved in developing and carrying out the program. Thus, problems relating to staffing, the provision of facilities and equipment, fiscal arrangements, and scheduling were, in most instances, easily resolved.

The greatest problem in conducting the program arose because of the prolonged period of time elapsing between the signing of the formal agreement to conduct the program and the actual initiation of the training sessions. When the formal agreement was signed, faculty and consultants were employed but it was then discovered that the actual training would not begin for many months which resulted in a staff being either released from their commitment to the training program or being reassigned to other responsibilities. When the decision was reached to begin the program, the project had to be restaffed and the curriculum modified in a very short period of time. This resulted in a very heavy teaching and administrative burden for the director and coordinator during the first two training cycles. However, near the mid-point of the second training cycle, an additional instructor was employed which resulted in resolution of the problem. While this short-term problem of inadequate number of staff and having only a very short time in which to modify the curriculum was a pressing problem, it appeared to be one of those kinds of problems which commonly arise in conducting such training programs simply because they cannot be anticipated.

There were a few minor problems which also existed during the time the program was conducted. These minor problems included the problem of participants not being selected for training until just a few days before they were due to begin their training. This resulted in some psychological stress on the part of the participants since they needed to arrange very quickly for someone to meet their home, family, and job responsibilities. For some participants, this late appointment to training resulted in their having a slightly less than desirable mental set during the first few days of the training cycle. However, late notification by Kentucky Department of Personnel and by the College of Social Professions was due to a few of the notified participants being unable to attend training and an alternate being selected only a few days prior to the first day of a training cycle. Again, this is a kind of problem which could not be anticipated.

There were a few other minor problems such as the last training cycle consisting of 21 participants which was about 4 more trainees than the classroom space had been designed to accommodate. However, the University quickly provided more chairs and materials and the staff and the participants adjusted to the overcrowded conditions and, even though the facilities were overcrowded, the program functioned smoothly and remained on schedule.

In summation, there were no major problems encountered and the minor problems were problems which could not have been anticipated and were quickly resolved.

C. Recommendations

Should similar projects be sponsored by P.S.C., it would be wise to set definite dates for the training cycles as early in the contract period as possible. This would assist the University in obtaining the most qualified faculty and in administering a training project. It is also recommended that participants in future training projects be notified that they have been selected for training several weeks in advance of the date on which they are to begin training. In planning such programs it would be desirable to allow some one-week "breaks" between training cycles so that the training staff would have more time to evaluate the results of training and to modify the curriculum.

The data used in evaluating the project and the opinions of the staff indicate that the training program achieved its purpose. It appears that the enrollees showed positive changes, both personally and professionally. Therefore, it is the belief of the staff that such intensive specialized programs can be operated productively in training cycles of short durations and that similar programs should be repeated whenever appropriate and possible.

LEXINGTON PSC CLASSES BREAK JOB BOTTLENECK

The Public Service Careers Division in the Department of Economic Security has initiated a series of courses designed to provide new advancement possibilities in social service.

In cooperation with the University of Kentucky School of Social Services, PSC is sponsoring three-week courses which will assure both the new and the long-standing employe a flexible future in public service. These three-week courses are an integral part of the upgrade component.

Presently six sections, each composed of approximately 15 case aides and interviewer aides, are attending the first of five intensive training classes. These classes will continue until the end of this year.

The courses are directed by Mrs. Evelyn Black and coordinated by Mrs. Evelyn Krislov, both connected with the University of Kentucky School of Social Services. The creation of these courses is a result of a study conducted by the Public Service Careers Division in DES, under the supervision of PSC Program Coordinator Michael Greer.

According to Mr. Greer, PSC has two principle objectives. "PSC provides employment opportunities for disadvantaged people in Kentucky's public service areas," he said. "It also provides employes in dead-end jobs with a career. This in turn increases job satisfaction and efficiency among those already employed in PSC."

In reviewing the rationale underlying the new program, Mr. Greer stated that within any agency, "there are people who get into dead-end jobs. They do not possess the education or skills necessary to go higher." He added that with PSC, "we have upgrade commitments so employes can advance to a higher position."

Presently, the Personnel Division has upgrade training in progress for clerk typists. Girls are learning shorthand so that they can advance to clerk stenographer positions which are classified at a higher level.

The new series of training courses are designed to assist both case aides and interviewer aides. Because of a revision in personnel classifications effective October 1, case aides and interviewer aides will have the opportunity through training to advance to Eligibility Worker status. Prior to this revision, only Social Worker I's were able to advance to the Eligibility Worker classification.

Case aides are presently classified as a Grade 7. With upgrade training they can move to Eligibility Worker II which is classified as a Grade 11.

The philosophy behind the PSC program is to provide public service opportunities for disadvantaged persons who generally fall into the lower socio-economic levels of society. Because these individuals usually lack adequate education and skill training, it is difficult for them to find and hold employment. PSC evolved as one governmental agency concept designed to provide certain programs for hiring and training the disadvantaged.

The PSC program channels these individuals into public service careers by providing an alternative to the rather rigid merit system requirements. The entrance component to the PSC programs involves a two month training period during which individuals participate in on-the-job training for half the day and attend classes related to the type of position they will eventually fill the other half of the day.

After completion of the two month on-the-job training period and a mandatory nine month probation period which immediately follows, the PSC participants are allowed to take the merit examination. If they pass the examination, they will then be placed in the position for which they have been trained.

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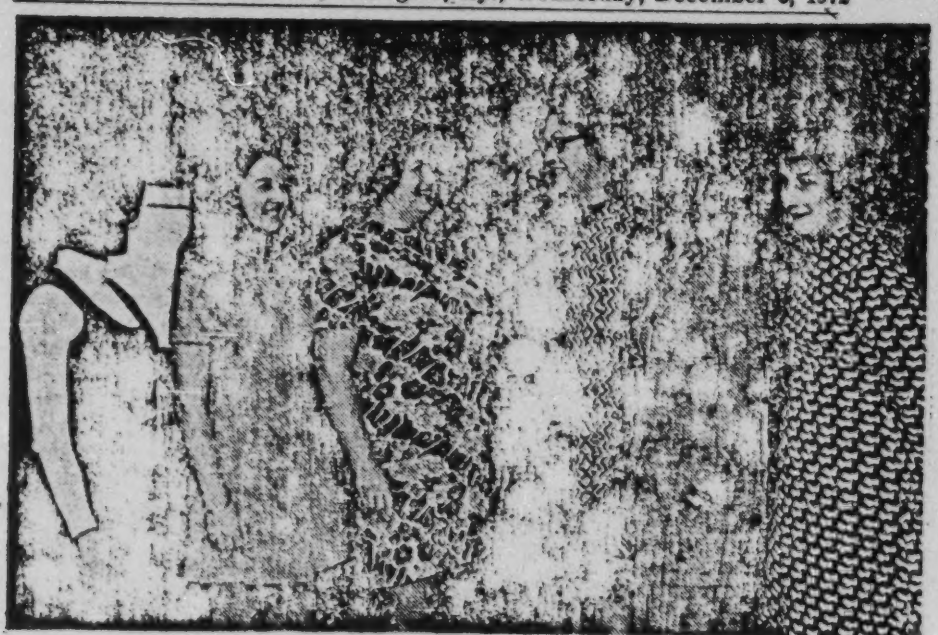
Date Sept. 1972 Number 1 Vol. III

PUBLIC SERVICE CAREERS PROJECT

After considerable delay because of a change in state government administration, the program of training to upgrade classified personnel in the Department of Economic Security which the College was asked to undertake in early spring of 1972 is now underway. Some 16 employees of the Department are on campus for a period of three weeks.

Plans for the program were originally developed by Evelyn Black during the spring and summer of 1972 with the help of Evelyn Krislov. Because of Mrs. Black's teaching schedule during the current semester, she has been relieved of major responsibility for conducting this program and Dr. Jack Sturges has been assigned half-time to the project. He is being assisted by Evelyn Krislov, who is giving three-quarter time to it. Mrs. Black is still acting in a consultant capacity to the project.

34 The Lexington Herald, Lexington, Ky., Wednesday, December 6, 1972



Social Work Seminar

The University of Kentucky College of Social Professions is conducting six three-week sessions to upgrade case aides and interviewer aides of the Kentucky Department of Economic Security, under a $48,829 grant from Public Service Careers and the U.S. Department of Labor. From left are Miss Wanda Douglas, Lexington; Mrs. Linda Crawford, Lawrenceburg; Mrs. Greta McCloud, Richmond; Mrs. Evelyn Krislov, UK coordinator; Miss Diana Murray, Lexington, and Mrs. Sue Wickliffe, instructor.

UNIVERISTY OF KENTUCKY
COLLEGE OF SOCIAL PROFESSIONS

PUBLIC SERVICE CAREERS PROJECT
SCHEDULE OF TRAINING

November 8 - November 17, 1972
November 27 - December 1, 1972

Wednesday, November 8

9:00 - 10:00	Introduction of participants and staff
10:00 - 12:00	Orientation to the training program -- Mrs. Betty Brown Mr. Greer, Jobs Now Counselors
1:00 - 3:00	Exploration of how people feel when asking for help - Mrs. Krislov (written assignment)

Thursday, November 9

9:00 - 10:30	Respond to Edwards Scale - Department of Economic Security
10:30 - 12:00	Defining Helping Relationships - Mrs. Krislov
1:00 - 3:00	Human Motivation In Asking For Help - Mrs. Wickliffe

Friday, November 10

9:00 - 4:00	Communications in interviewing - Dr. Sturges

Monday, November 13

9:00 - 10:30	Film - "Rich Land, Poor People" - Mrs. Krislov
10:30 - 12:00	Discussion - "What is Poverty" - Mrs. Krislov
1:00 - 3:00	Values and Behavior - Mrs. Wickliffe

Tuesday, November 14

9:00 - 12:00	Film - "Wednesday's Child" - Mrs. Krislov
1:00 - 3:00	Skills in Observing Behavior - Mrs. Wickliffe

Wednesday, November 15

9:00 - 12:00	AFDC Films - Mrs. Krislov
1:00 - 3:00	AFDC Films - Mrs. Krislov

Thursday, November 16

9:00 - 12:00	Self-awareness - Techniques of Interviewing - Dr. Sturges
1:00 - 3:00	Self-awareness - Mrs. Wickliffe

Friday, November 17

9:00 - 4:00	Techniques of Interviewing - Dr. Sturges

Monday, November 27

9:00 - 12:00	Social Security - Tom Rhodenbaugh
1:00 - 3:00	Life Adjustment Needs (Infancy through Adolescence) - Mrs. Wickliffe

Tuesday, November 28

9:00 - 12:00	Life Adjustment Needs (Adult through Old Age) - Mrs. Krislov
1:00 - 4:00	Interviewing Skills - Dr. Sturges

Wednesday, November 29

9:00 - 12:00	Dealing with Problem-Solving - Mrs. Krislov
1:00 - 3:00	How Your Job Meets Your Needs - Mrs. Wickliffe

Thursday, November 30

9:00 - 12:00	Individual Interviews & Written Evaluation - DES, Krislov, Sturges
1:00 - 4:00	Individual Interviews & Written Evaluation - Mrs. Wickliffe Mrs. Krislov Dr. Sturges

Friday, December 1

8:00 - 10:00	Examination
10:00 - 11:00	Participant Evaluation of the Training Program
11:00 - 12:00	Graduation
1:00 - 3:00	Participant Evaluation of the Training Program

GROSS RATINGS OF FACILITATIVE INTERPERSONAL FUNCTIONING

The facilitator is a person who is living effectively himself and who discloses himself in a genuine and constructive fashion in response to others. He communicates an accurate empathetic understanding and a respect for all the feelings of other persons and guides discussions with those persons into specific feelings and experiences. He communicates confidence in what he is doing and is spontaneous and intense. In addition, while he is open and flexible in his relationships with others, in his commitment to the welfare of the other person he is quite capable of active, assertive and even confronting behavior when it is appropriate.

You will read a number of excerpts taken from interviewing sessions. Rate each of the helper responses to each excerpt 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, or 5.0 using the continuum below.

1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
None of these conditions are communicated to any noticeable degree in the person		Some of the conditions are communicated and some are not.		All conditions are communicated at a minimally facilitative level.		All of the conditions are communicated, and some are communicated fully.		All are communicated fully, simultaneously and continually.

EXCERPT 1

Helpee:

My daughter is going to have a baby and she needs help. Can she get a medical card? She is not married and we don't have money to help her?

Helper Responses:

_____ (1) I see that you are concerned about getting a medical card for your daughter. We do have a program of medical assistance through which she can get a card.

_____ (2) Why did she get in this shape in the first place?

_____ (3) We do have such a program available but will need verification on certain facts.

_____ (4) We will give you a packet of forms.

EXCERPT 2

Helpee:

My husband left me three weeks ago and I have not seen him since. I have three pre-school children and do not have any food in the house. My rent is due next week and I have no money at all. My parents live in California and cannot help me. I have no where to turn--I feel so alone and helpless, is there any way you can help me?

Helper Responses:

_____ (1) You must feel very helpless with so many problems and no one to turn to and I can see that you would be distressed knowing that your children are hungry and the rent is due. Do you want to make an application?

_____ (2) I hope we can help you since your husband has left you and you have no one to turn to.

_____ (3) You feel alone and helpless because your husband has left you and the children without any way to pay the rent or to buy food.

EXCERPT 3

Helpee:

I lost my husband last month and our only child died with tuberculosis a long time ago. There are so many bills to pay besides the funeral, and I don't know where to turn. I'm completely alone and my only income is a small social security check each month. With everything so high these days I just don't see a way in this world I can make it. I wish the good Lord had taken me at the same time he took John. I'm afraid I don't hold life very dear anymore.

Helper Responses:

_____ (1) How much is your Social Security?

_____ (2) You are alone and don't see how you are going to live on your Social Security check and pay your bills.

_____ (3) I see you are very discouraged and lonely with the recent loss of your husband and the many expenses to meet.

_____ (4) Have you thought about going to work?

EXCERPT 4

Helpee:

My husband was jailed yesterday for house breaking. We do not have a bite in the house to eat and we do not have a change of clothes each and therefore the children cannot go to school. I wondered if I can get some help.

Helper Responses:

_____ (1) You are wondering how you can keep the children in school without a change of clothing and no food for them.

_____ (2) You may be eligible for food stamps since your husband is in jail and you have no income.

_____ (3) What did your husband steal?

_____ (4) You need help because your husband is in jail and your children need food and clothing.

EXCERPT 5

Helpee:

What am I going to do? You have cut off my medical card and I can't get by. I only get $130.00 dollars a month and my medicine is so high. How do you expect me to make it? That's the way it is when you're old and sick, nobody cares. How come all these young mothers with children can get help? They are not even married and can work and I can't even get help with my medicine.

Helper Responses:

_____ (1) I can understand that you are concerned since your medical expenses are so high and you have to live on such a limited income.

_____ (2) You feel that you are neglected and that all the young, able-bodied mothers can get help.

_____ (3) How much does your medical bill run?

_____ (4) Maybe you take more medicine than you need.

EXCERPT 6

Helpee:

I wonder if you could help me. I'm so upset I don't know what to do. My husband and I just came from the doctor's office and he told my husband that he has active tuberculosis. My husband has to go to the T.B. hospital for at least a month and a half. We don't have any money and very little food in the house. I have four children in school and I just don't know how I'm going to manage. I need some kind of help.

Helper Responses:

_____ (1) Here is a packet of forms. Fill them out and we will see if you are eligible for assistance.

_____ (2) Your concern is for your children as well as your husband. Your husband will be well cared for in the hospital at no cost to him and we will be able to help you and the children with a check and a medical card.

_____ (3) I hope no one else in the family has this disease.

_____ (4) The worker that takes applications isn't here today. Can you come back tomorrow.

EXCERPT 7

Helpee:

Our baby is in children's hospital. My wife and I both attend trade school. We have another child at home. We do not have any money to pay the hospital bill. The social worker at the hospital told us to come to you for help.

Helper Responses:

_____ (1) Can't both of you find a part-time job?

_____ (2) You are to be admired for continuing your education. I know it is very difficult with raising a family and with the problems you are experiencing now. As far as I can see now we will be able to provide a medical card and food stamps.

_____ (3) I will have to ask the supervisor.

_____ (4) School diplomas are most important. We will be able to help you through this crisis.

EXCERPT 8

Helpee:

I really have a problem and don't know what I can do about it. My husband left taking what money we had. I have four children, no food, no money. I know you are supposed to count our income and he made real good this month. I need food stamps but what will I buy them with as the money is all gone. I brought my check stubs and the bills we paid.

Helper Responses:

_____ (1) Since your husband is gone and will not be in the home, maybe we won't have to check any income and therefore you won't have to pay anything for your stamps.

_____ (2) Has he ever done this before?

_____ (3) I understand your situation, and the responsibility you feel for your children. We can provide food stamps now and if he remains out of the home past 30 days it is possible you would qualify for a check and also a medical card to help pay your medical bills.

_____ (4) That's just like a man.

EIGHT HELPEE STIMULUS EXPRESSIONS: AN INDEX OF COMMUNICATION

Introduction and Instructions

The following includes eight client or helpee stimulus statements, that is, expressions by a helpee of feeling and content in different problem areas. You may conceive of this helpee as a formal client or simply a person who has come to you in a time of need. The helpee, for example, may be a friend or some person that you know well. Please respond as you would if someone came to you seeking assistance in a time of distress or need. Write your response in the space following the helpee expression.

In formulating your responses keep in mind responses that the helpee can use effectively in his own life.

In summary, formulate a response to this person who has come to you in time of need. The helpee expressions you read could easily appear in the first contact or first few contacts. Do not attempt to relate any one expression to a previous expression. Simply try to formulate a meaningful response to the helpee's immediate expression.

EXCERPT 1

Helpee:

Please will you give me an idea of some places a man with no skills might be able to find a job. I'm willing to do anything and very willing to learn a trade if someone will just give me a chance. I've got a family and we can't live on unemployment insurance. My wife is expecting a baby within the next two weeks. I've got to get a job. I just got fired. Where can I go.

EXCERPT 2

Helpee:

I've been out of work two months. I filed a claim for unemployment insurance in Michigan and for some reason they won't pay me. I know that I should get it and I intend to draw. They can't keep me from drawing because I paid for it.

EXCERPT 3

Helpee:

I need some help from somewhere. My husband has been gone for a month and a half. I've waited this long to ask for help because I kept thinking he would come back home. He's done this before and come back, but I believe this time he just ain't coming back. I didn't want to ask for welfare because I'd rather take care of my own kids, but I have eight children and there just ain't nobody that will keep four kids who ain't in school. We ain't got no food and I didn't even have milk for the kids this morning. I just didn't know what to do but to come and see if I could get on the welfare. Do you think I could get food stamps? This would help. I don't have no money for my rent and the landlord said if I didn't pay my rent this month that I would have to leave. I just don't have nobody to turn to cause everybody else in my family does well to take care of their own younguns.

EXCERPT 4

Helpee:

I have four children in school; they need school clothes. I need a job, I'll take anything.

EXCERPT 5

Helpee:

I need some help. I have two children and expecting another one and my husband don't make enough money to support us. I don't know where my first husband is and he don't send the kids any money. They need dental care real bad.

EXCERPT 6

Helpee:

Could I make an application for a State Medical Card? I'm pregnant, not married, and I have a bad kidney infection and don't have any way to pay my doctor bills. If I don't get a Medical Card I can't go back to the doctor. My parents can't pay my doctor bill because my father is disabled to work. He has made his application, but I don't know if he will get it or not. The father of my baby is married and he won't dare look at me now.

EXCERPT 7

Helpee:

I need a medical card. I can't find a job. My wife is pregnant and I don't have no money. My children are sick a lot and I don't have money to pay the doctor.

EXCERPT 8

Helpee:

I need some help. My husband died and I can't get Social Security because I'm not old enough yet. I've got no income and I'm too old to find a job - besides I ain't never worked and don't have any training.

JCS:dsj
2-21-73

SOCIAL ATTITUDES QUESTIONNAIRE

There are no "right" or "wrong" answers to this questionnaire, only honest differences of opinion. Please indicate with a check for each item the response that comes closest to expressing your feeling about each statement. "Probably disagree" means you disagree more than you agree with the item; "probably agree" means you agree more than disagree with it. Some items may seem similar; actually, all items are different.

Be sure to answer each item.	Definitely Disagree	Probably Disagree	Probably Agree	Definitely Agree
1. The federal government is going too far toward creating a "welfare state".	_____	_____	_____	_____
2. No one has a right to commit suicide.	_____	_____	_____	_____
3. When a married couple with children is having serious problems getting along together, their first consideration should be to keep the family together at all costs.	_____	_____	_____	_____
4. Except when there is a depression anyone in our country can get a job if he really tries.	_____	_____	_____	_____
5. It is usually better for people to live in neighborhoods where everyone is in about the same age and income group rather than where there are great differences.	_____	_____	_____	_____
6. Everyone should believe in and practice some religion.	_____	_____	_____	_____
7. People can actually do very little to change their lives.	_____	_____	_____	_____
8. Having to struggle for what you get in life is the best way to develop character.	_____	_____	_____	_____
9. Any able-bodied individual who refuses to take a job should not receive assistance.	_____	_____	_____	_____
10. We should spend less time trying to find new ways to handle delinquency and emphasize time-tested techniques which seem to be forgotten.	_____	_____	_____	_____

Please answer each item.	Definitely Disagree	Probably Disagree	Probably Agree	Definitely Agree
11. If the government does too many things for people we may end up a country of weaklings.				
12. Personal freedom includes freedom to do something that is damaging to myself.				
13. It is more important that families stay together than that individuals within families achieve their own personal goals.				
14. In normal times when people are in need it is generally due to some fault of their own.				
15. Trying to get different people to mix doesn't make much sense.				
16. There should be stricter observance of the Sabbath, the religious day of rest.				
17. Since most things are inevitable people should relax and enjoy themselves.				
18. People who have suffered a great deal are more likely to have a strong character than those who have not.				
19. People who refuse to help themselves should have to suffer the consequences.				
20. The solutions our parents found to the problems of living are often times not very workable for today's generation.				
21. Government should do more than it is presently doing to see that everyone gets adequate medical care.				
22. Even if we were sure cigarette smoking caused lung cancer, a person should be free to decide whether he wants to smoke or not.				

Please answer each item.	Definitely Disagree	Probably Disagree	Probably Agree	Definitely Agree
23. If you have to make a choice, your family should be put ahead of your personal career.				
24. What people achieve in life is almost entirely a product of their own will and determination.				
25. People should live among their own kind.				
26. Science is a good thing even if it challenges such fundamental things as religious practices.				
27. Everybody's fate is really more dependent on others than on what he himself does.				
28. A person is better off if he has to work and sacrifice for what he gets.				
29. Everyone who is in need, no matter what the reason, has a right to be helped.				
30. Ways of doing things that have grown over a long time are likely to have much wisdom in them.				
31. Government is at present providing many services that should be left to individual enterprise.				
32. As long as it doesn't hurt anyone else, a person should be allowed to do anything he wants to.				
33. It's almost always wrong to sacrifice the interests of the individual to those of the group.				
34. A person's character is pretty much what he makes it.				

Please answer each item.

	Definitely Disagree	Probably Disagree	Probably Agree	Definite Agree
35. It is good for people to associate with those who have interests and values very different from their own.				
36. While there are conditions in the world today that may seem unjust, there is probably a divine purpose behind them.				
37. A person really has very little control over his destiny.				
38. If things come too easily for people, they won't appreciate them.				
39. We should try to help people who are in difficulty regardless of whether they are making an effort to help themselves.				
40. The ways of the past are hardly ever adequate to handle present day problems.				

DAM:bjl

APPENDIX F
ORIENTATION SCALE

THE MEANING OF WORDS USED HERE:

NAME: _____

Dependent means a person who gets help from someone else. He does not work for himself.
Public Assistance means the help given to a person by a public welfare agency.

DIRECTIONS

Will you please mark what you think about the following statements.

Read sentence Number 1 below. See to what extent you agree or disagree with it. Then circle the letters after it that tell how you feel. The letters means

SA = Strongly Agree
A = Agree
TA = Tend to Agree
TD = Tend to Disagree
D = Disagree
SD = Strongly Disagree

Do all the rest of the sentences the same way.

1.	Public Assistance programs have gone too far in this country.	SA	A	TA	TD	D	SD
2.	Public Assistance to the dependent adult encourages him to become independent.	SA	A	TA	TD	D	SD
3.	Very few dependent adults are getting something for nothing.	SA	A	TA	TD	D	SD
4.	Public aid makes people rely less on their own efforts.	SA	A	TA	TD	D	SD
5.	Most people on public assistance are needy, not greedy.	SA	A	TA	TD	D	SD
6.	Most dependent adults desire independence.	SA	A	TA	TD	D	SD
7.	Public assistance kills the spark in individuals which made this country great.	SA	A	TA	TD	D	SD
8.	Most dependent adults really deserve public assistance.	SA	A	TA	TD	D	SD
9.	Dependence upon public assistance becomes a habit.	SA	A	TA	TD	D	SD
10.	The dependent adult is too willing to receive help from others.	SA	A	TA	TD	D	SD
11.	Public assistance to the dependent adult serves to kill his initiative to support himself.	SA	A	TA	TD	D	SD
12.	If I became dependent, I would expect help from pubic agencies.	SA	A	TA	TD	D	SD
13.	Public assistance programs are serving to weaken the very backbone of the nation.	SA	A	TA	TD	D	SD
14.	Most of those who accept assistance from a public agency do so as a last resort.	SA	A	TA	TD	D	SD
15.	Most dependent adults would rather receive relief than work.	SA	A	TA	TD	D	SD
16.	The dependent adult is usually dependent because he "has to be," not because he "wants to be."	SA	A	TA	TD	D	SD

APPENDIX G

PERSONAL SOCIAL BELIEF SCALE

The best answers to each statement below is your own personal opinion. There are no right or wrong answers to these items, only honest differences of opinion. Whether you agree or disagree with any statement, you can be sure that many others feel the same as you do.

	I AGREE A LITTLE	I AGREE ON THE WHOLE	I AGREE VERY MUCH	I DIS-AGREE A LITTLE	I DIS-AGREE ON THE WHOLE	I DIS-AGREE VERY MUCH
1. I feel that I'm a person of worth, at least on an equal plane with others.	____	____	____	____	____	____
2. I feel I have a number of good qualities.	____	____	____	____	____	____
3. On the whole I'm pretty satisfied with myself.	____	____	____	____	____	____
4. I wish I could have more respect for myself.	____	____	____	____	____	____
5. I feel I do not have much to be proud of.	____	____	____	____	____	____
6. At times I think I am no good at all.	____	____	____	____	____	____
7. I am able to do things as well as most other people.	____	____	____	____	____	____
8. I feel that I have a number of good qualities.	____	____	____	____	____	____
9. I take a positive attitude toward myself.	____	____	____	____	____	____
10. All in all, I'm inclined to agree that I am a failure.	____	____	____	____	____	____
11. I certainly feel useless at times.	____	____	____	____	____	____

PERSONAL SOCIAL EXPERIENCE SCALE

After each question, place an "X" in one of the columns numbered 1 through 5. Use the numbers below to mean: (1) Not at all true of myself; (2) Slightly true of myself; (3) About half true of myself; (4) Mostly true of myself; (5) True of myself.

	1	2	3	4	5
1. I don't say much at social affairs because I'm afraid people will criticize me or laugh if I say the wrong thing.	___	___	___	___	___
2. I enjoy doing little favors for people even if I don't know them well.	___	___	___	___	___
3. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.	___	___	___	___	___
4. I do not worry or condemn myself if other people pass judgment against me.	___	___	___	___	___
5. I don't feel very normal, but I want to feel normal.	___	___	___	___	___
6. I feel that people are apt to react differently to me than they would normally react to other people.	___	___	___	___	___
7. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.	___	___	___	___	___
8. Very often I don't try to be friendly with people because I think they won't like me.	___	___	___	___	___
9. For reasons outside of my control, I suffer about things more than other people do.	___	___	___	___	___
10. People are apt to react differently to me than they would normally react to other people that do or say the same things.	___	___	___	___	___
11. In order to be liked and get along, I tend to be what people expect me to be rather than anything else.	___	___	___	___	___
12. Even close friends who think they understand me really don't.	___	___	___	___	___

Name: _____

Date: _____

List 4 things you have learned about each of the following:

A. Interviewing
   1.
   2.
   3.
   4.

B. Communication
   1.
   2.
   3.
   4.

C. Relationship
   1.
   2.
   3.
   4.

D. Life Adjustment
   1.
   2.
   3.
   4.

Appendix

STAFF AND CONSULTANT APPRAISALS
Public Service Careers In-service Training Project
College of Social Professions
University of Kentucky
September 5, 1972--January 31, 1973

The Public Service Career Program group with which I met might best be characterized by the avid interest reflected in their willingness to engage in meaningful discussion of the content presented. Discussion ranged far and wide, indicating knowledge base, skill level and value system of the participants. The group's enthusiasm and cohesiveness generated excitement as we related to the problem of the aged.

Denzel C. Johnston
Assistant Professor
College of Social Professions

From all available evidence I would evaluate this PSC In-service Training Project as most successful. The participants were generally able, experienced, and highly motivated. The staff maintained a high level of interest and enthusiasm throughout an intensive and demanding instructional program.

At the close of the project there was sufficient evidence to indicate that each enrollee had developed additional skills and insights in the areas of human growth and development, interviewing, communications, and establishing interpersonal relationships; on the whole, I believe participants found their experiences to be stimulating, rewarding, and very much applicable to their work situations.

Excellent cooperation and support from University Administration and from the Department of Economic Security contributed to a smoothly functioning program.

Jack Sturges
Project Director

As a whole the training project seemed to be highly successful in terms of developing a keener sense of understanding human behavior on the part of the participants as well as heightened awareness of self. A process of self-examination was initiated in the participants as well as the need to look beyond surface behavior.

Values were examined and a growing awareness of varying values was developed. Participants began to realize that their values (generally representing "middle-class mores") were not the only ones that were valid--nor just because these were their values were they "correct".

Participants began to develop on what appeared to be a parallel basis, a recognition of the uniqueness and value of each individual--clients as well as themselves. They were able to see the significance of their helping role as individual workers and the part they could play as a part of the Department of Economic Security.

Through the "interviewing" sessions they were able to learn how to listen and hear what the client was really saying--and how to utilize this understanding in the helping relationship.

More adequate facilities could have made for a more comfortable learning experience (particularly with the last group--the largest--and too large - 21 participants).

A longer period of time--i.e. four weeks rather than the three weeks--would have given the participants and the faculty more of an opportunity to develop and integrate various concepts, attitudes and feelings--particularly in light of the consumption of time necessitated by various attitudinal tests and procedures relating to financial disbursement and counseling.

A continuous three-week period seemed to be more effective than the one wherein a break needed to occur in the continuity, i.e. skipping a week during Thanksgiving time.

The experience of living together at the hotel, completely separated from home and job, seemed to add another strong dimension to the project for the participants able to do so.

The generally relaxed atmosphere of the project seemed to be conducive to a learning experience of this nature. Their continual involvement in their own learning via group discussion, response, role-playing, small group discussion, and individual interviews made for a highly stimulating learning experience on the "feeling" level.

Evelyn Krislov
Coordinator, PSC Project

Based upon my observation and involvement with the Public Service Careers Project, I would like to provide a brief evaluation of the program. First of all, the participants from the Department of Economic Security appear to have benefited considerably from the three-week workshop and training sessions. I met with the groups at about mid-point and again at the end of each training period. From my observations, they were motivated, and highly positive toward the knowledge and content base of the workshops. Based upon the above, it was my impression that the

participants felt they were able to actively engage in the training and felt a part of the learning process. In other words, the staff was able to motivate the participants and create an atmosphere for learning in a relatively brief period of time.

The content of the project was relevant, and modifications in curriculum were made based upon the feedback and evaluation by participants. The actual project facilities were somewhat limited, especially for groups in excess of fifteen. To some degree, this limitation was minimized through utilization of the College of Social Professions' resources, including video taping of a session in each of the workshops.

In summary, I felt that this kind of project was extremely useful in terms of continuing education or staff development, and upgrading public welfare personnel. It provides a vehicle for developing and motivating staff of the Department of Economic Security and in providing essential knowledge for effective service delivery.

Ben P. Granger
Associate Dean
College of Social Professions

Many workers come to training secure in their ability on the job but turn on their anxious feelings in a classroom setting. Others, who are new to their job and lack this security, are even more anxious in a learning situation. Both groups tend to assume that they will be judged negatively, just as their clients do. They soon discover that other workers share these fears and similar feelings too; their feelings are not so different. They transact with the staff who give them recognition for their feelings, ideas, actions, and actions to be taken; they are important. Within this atmosphere of acceptance, new ideas, attitudes, and actions can be considered.

Most trainees leave with a more positive understanding of themselves as unique persons with values, attitudes, and life styles that may or may not be the same as their neighbors or client; they begin to accept differences. Many during the process of the course change an attitude or learn some new technique or become more aware of feelings or gain self-interest or throw out old knowledge for new knowledge; they recognize their own ability to grow and change. The three weeks of training gives them knowledge and techniques. However, I think the greatest impact for most comes as a result of experiencing themselves in their relationships with the staff. This process, through which they have been able to consider alternatives, they can return home to apply to their clients.

Susan L. Wickliffe
Instructor, PSC Project

Appendix

EVALUATION OF PROJECT PARTICIPATION
Public Service Careers In-service Training Project
College of Social Professions
University of Kentucky
September 5, 1972--January 31, 1973

"This project has made me aware of a lot of phases in social work that I had never thought seriously about. In making ourselves see the weak spots in ourselves, we will be able to be of more service to our clients. We will now see them as individuals with feelings and needs and not just a number...The interviewing techniques we have learned and practiced will especially be helpful in our home offices....We were allowed to express our opinions and feelings without feeling embarrassed or having the feeling of being criticized....I hope something can be arranged so that we can follow-up with more sessions of this type."

"I think this program has been a good experience for me. It would be helpful if, in the future, there could be refresher courses of this type offered for a week or two. The only thing that I think that could have been improved was a larger room and fewer number people."

"To me the most valuable thing I learned was how to relate to the client. I found that in talking with the instructors and the group that some of our problems in relation to the needs for help for the clients were the same. The instructors helped us to understand more about the client and his feelings. I also learned better methods of working with people toward solving their problems....I feel that the part of our training session concerning values of people and not forming judgements concerning people will be most helpful to me."

"The training session was a wonderful experience for me. I feel this type of training is good for anyone, eg. Supervisors, Service Workers etc. I feel I can now have a better relationship with my clients and co-workers. I find after this session that I had been lacking something through not communicating well enough with my clients. I feel now I can put my clients more at ease, thus getting more information needed to complete an interview."

"I feel that this Public Service Careers training session has been a most profitable experience to me and I feel that every worker should have the same 3 weeks of discussions or training. I feel that these sessions have helped me to look at my work and my clients with a greater understanding, to be more sympathetic and to try and be a better listener. It gave us a lot of good ideas and hepefully we will be able to communicate better with these clients."

"For the first time since becoming an employee, I felt as though I am a worthy person in my own right, that my thoughts and opinions are of value and that I'm not just a Cog in the beaucratic agency....I think of the training sessions as seeds sown and hopefully coming into fruition in our local offices....The only weakness which I noticed was a seeming lack of being able to adhere or put into effect the schedules we were given at the beginning of the training session....There seemed to be alot of beaucratic type "paper work" which, again, may not have been excapable under the circumstances.... I hope there will be another training session like this sometime."

"This training session has meant a great deal to me. It will help me in relating to the client as I have only filled out forms in the past when interviewing. I never discussed their problems to any extent and only gave them the qualifications of Public Assistance. I felt discussion of problems was left with the service staff. Since the training session, this has changed. It has also taught me not to place judgements on people because they are 'smelly and dirty.' These people need more help and shouldn't be pushed away as fast as possible....These past three weeks have been very beneficial, and I plan on putting the knowledge acquired to work at the office and also outside the office. Everyone needs this type of training if they plan to work in Public Assistance."

"The Instructors were wonderful and really know their work and are dedicated workers. They made you feel at ease and did not object in participating in group projects (which I had a horror of doing.).... I believe our class of only 12 was an advantage as each were given a chance to say what they thought....All in all it was a great experience and I hated to see it end."

"My general assessment of the training program is that it's very beneficial to workers dealing with people in need of help. It makes you realize how important it is for you to better understand your role as a helper, which I had not fully recognized before I started the training. It's a program that is needed and should be continued, and a follow up would be very helpful to 'keep us on our toes,' so to speak."

"The paper we wrote on, "Self in a Dual Role - Self as Both Helper and Helpee", was very had to do but I enjoyed doing it and it kept your mind working overtime to get the problem solved. It made us aware that we could solve a lot of our own problems if we gave it a lot of thought. It also made us aware of other problems and how we might help them."

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"It has been a most rewarding experience for me to be a part of the class in the Public Service Career's Training project. It was helpful to me to hear how other workers handled client problems and I enjoyed meeting others in the same type of work."

"It was a big treat to get to meet the people who came over from Central office and they were very informative and helpful....Words cannot describe the feelings I have about this training. It has been wonderful. I have enjoyed it so much and I would like to come again."

"Have learned when interviewing persons to first listen to client, respond to persons statements, react to their problems and feelings--let client know he has been heard."

"The way that the material was presented to the class by the instructors kept the interest of the group. The reading material that went along with the course was very good. It will also be good for future reference. I feel like in the short 3 week period that we had, I learned so much. The way that it was presented made me want to learn."

"This training was very well presented. The lecture-class discussion types of sessions that we had were very helpful. When you had a question or an idea you felt free to express this and knew that you would get an answer."

"I especially enjoyed the sessions on human behavior, and I feel this has been very helpful to me in my work in associating and working with co-workers and clients. This training has helped me to understand people better, and it has taught me how to more effectively work with people and to interview clients."

"I am very happy I had the opportunity to participate in this training. I feel my attitudes have been changed quite a lot. I have a better out-look toward my job and the people I serve. I feel they have become more individualized and not just a number to me....Also, the sessions we had on interviewing were very good. I feel I know more about how to make a person feel at ease and not nervous about talking with me....Overall, the training was very good for me, because of my better attitude and renewed willingness to try to serve people as individuals and in the same respect I would want to be served.... I highly recommend this training for others and feel it would be most helpful also to clerical and reception workers."

"The Role playing was difficult to really get into but it was a very good experience for me."

"Overall the training was good in the purpose of recongizing the needs of the applicants, their psychological reasons and why they come to us. To be more understanding be a better listener, try to be more helpful in their needs and to give or offer help in my field of work....Too much of moving of tables and chairs when a film was to be shown or role play was taking place....The guest speaks or instructors were informative and especially the late Mrs. Evelyn Black was one of the best."

"The training was a valuable experience, it pointed out the various interviewing techniques one could use on the job, the film strips presented were helpful in that pointed out the right way to interview and some of the wrong ways we interview, the class lectures were very effective and the class discussions were enlighting and helpful, we were able to discuss things openly, and to disagree when we felt the need to....If one weakness were to be pointed out it would be that the training was too short."

"I feel the films and role-playing made us more aware of the clients feelings and self-awareness. However, I also feel it is difficult to role play to fellow worker. If an outsider came in it would have been easier for us to respond to the situation....I also feel that some good lines of thought were lost by stopping in the middle of a conversation to take a break or go to lunch."

"My own reaction to my participation in the Project is one of satisification. I enjoyed the discussions, although discussing myself and my feelings were sometimes painful. I feel I will be able to better understand the feelings of the people I work with as clients and co-workers."

"This was the first training session I have ever been to (besides summer inter training) and I was quite surprized. I was expecting a more rigid program. I must say that I have learned more about myself and other people than I would probably have learned in a rigid student-teacher session."

"I feel that the Service Careers Training Project has been one of the most rewarding experiences that I have ever had. Not only have I gained much from the classes I have attended but the experience of living so closely with the other members of the class has been broadening. To learn the feelings and viewpoints of others who work in the same job and with the same problems as you do, tends to make you realize that basically we are here for the same reason--to help prople, and we find that many of us go about trying to do this job in much the same way."

"The project has helped me to know more about myself. For the first time since I have started work for DES I feel that I am an important person not 'just a spoke in one of the little wheres'."

"I believe anyone in a helping profession should have this type training."

"This group was very fortunate to be included in the Jobs Now Upgrading Project. This training session has given me a better insight to the needs of our clients as individuals. Even though I did not like to think so, I have been a prejudge of them in some instances. I feel this session will make me think and more aware of my role as a Public Assistance worker. The session has been very informative and I feel the other workers from the offices would greatly benefit if they had the opportunity to attend the same sessions the Case Aides have attended. Even though it would probably be impossible, it is a shame these sessions cannot be taught on the District basis....I enjoyed the field trip to the Narcotic Hospital. I feel others benefited also from this trip and this was voiced among the group. If our session were just beginning I would liked to have had more visitation trips."

"This project has been a most wonderful experience for me! With the help of all the instructors I feel I have developed a new self-awareness. I have obtained much valuable data that I can use in my community concerning myths and fallacies surrounding the welfare program and Public Assistance clients."

"Interviewing was important to me because I use this every day in my work. I hope I will be able to use what I have learned to benefit my client. I enjoyed the afternoon with Dr. D. Johnston talking about the aged, since my new case load will be the nursing home, rest homes and the old age clients."

"Another nice part has been the association with fellow workers. It is a most congenial group. This has been our first chance to get together and discuss our situations and I know I have profited from it."

"One of the things that was stressed and I think should be stressed in the other classes is to not impose our values on other people. I am sure we are an average class and all of us more or less tend to do that."

"These three weeks have been stimulating and exciting. I have gained new understanding of my helping role. And new insights about myself."

"The biggest plus for me in training was a renewed interest in wanting to help people. One can become so lackadaisical in performing their job that they forget the real purpose which is still helping people. I know I am going to be a more effective person, whether it be at the office or in my personal life."

"It helped me to have a better understanding of people and their feelings. The films were good....We were fortunate to have trained instructors and feel it would be a great opportunity for everyone in our work to have."

"I offer only one suggestion, and I make it with the understanding that it may not be feasible, and that is: That the participants in a single class be limited to a maxium of 15."

"I think that since I had the training I am less judgmental.... The presentation and the films were very good."

"As for myself I am going back to my job with a determination to be a better listener and a more understanding person."

"This has given me a somewhat different attitude toward our clients, especially helping me to realize their feelings when they come to us to ask for help. I believe I will return to my office and treat each person more as an individual rather than just another case."

"I feel this has been a very worthwhile experience. It has made me not only aware of my attitudes toward people, but of others attitudes toward me, dependant upon my actions. I have worked with the public for many years yet I had never realized my weakness in interviewing . I am very grateful for the interviewing techniques I have learned, perhaps with these new concepts I can establish a closer working relationship with others."

"Through the group I recognized a lot of things I had been doing right and wrong. I also realized a lot of prejudices I had but didn't really know it or know why I felt that way. The instructors were very good in helping us understand our feelings. When we made a statement it wasn't just accepted and left at that but it was torn apart until the real meaning was found. I also felt it was a good experience to be with workers from other parts of the state. It was interesting to see what a difference a few miles can make....Overall, the group was very rewarding. I find myself applying things that I learned there when I'm working with my clients now. I also catch myself doing or saying or not doing some of the things I learned but I am very conscious of it."